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Robert E. Scott

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RECRUITING QUALIFIED TRADE AND INDUSTRIAL SHOP
TEACHERS FOR THE STATE OF KANSAS

A Thesis Submitted to the Graduate Division in Partial
Fulfillment of the Requirements for the
Degree of Master of Science

By

Robert E. Scott

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Pittsburg, Kansas

May, 1956

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ABSTRACT

Today in the expanding educational system much has been said and written about teacher shortages. An answer as to how to meet this teacher shortage in the trade and industrial field may possibly be found in this study.

The study entails the State Statute requirements for trade teachers and the recruitment program for trade teachers at the present time. In an attempt to uncover some of the influencing factors that would affect the choice of a teaching career, such items as salary, credit unions, group insurance, prestige, leave of absence, retirement and tenure were covered. In the recommendation for a future recruitment program, most of the above items were covered. Several techniques for spreading the proposed program along with five sources from which prospective trade teachers may be drawn are also discussed.

Although the proposed program can not be considered in any way complete or final, it may at least serve as a starting point for a successful recruitment program for trade teachers in the State of Kansas.

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CHAPTER I

INTRODUCTION

Introduction to the Study

A study of this type is appropriate in view of the fact that our trade and industrial education program is expanding, not only in Kansas, but in the nation as a whole. At present there exist many problems in the field of education. One of the most common of these problems is securing properly qualified trade teachers. If we are to keep the present program and extend it into the future with needed improvements the problem of securing properly qualified teachers is of prime importance. No scientific discovery or invention has or will likely ever take the place of the classroom or workshop teachers. The teacher performs an important function. Mediocre teachers are educational liabilities. If we are to give the best possible help and aid to the youth of today with the thought in mind that they will return the best they have to our future society, we must see to it that they receive the very best training and instruction available.

If we know what constitutes a good trade and industrial teacher it is our job to set about to find those individuals and induce them to enter the profession.

Only by improving the teachers and the methods of instruction can we ever hope to improve the program of trade education.

Statement of the Problem

This study is concerned with the problem of providing accurate, up-to-date, information about recruiting properly qualified Trade and Industrial teachers for the state of Kansas. The major coverage of this study will include:

(1) state requirements for trade teachers; (2) opinions of teachers and supervisors who are now working in the trade education field; (3) factors that influence the choice of the trade teaching profession; (4) conclusion with summary and recommendations.

More specifically the study is an attempt to discover the trade experience necessary, reasons for entering trade education work, reasons for staying in the educational program, and the problem of securing more properly qualified instructors for the program of industrial education by making the program more attractive. In order to do this, special emphasis will be placed upon such factors as salary, tenure, retirement, working conditions, teacher housing, leave of absence, group insurance, and the prestige of trade education teachers.

Only with a close examination and study of the present conditions is one going to be able to solve the always apparent shortage of qualified trade teachers. A fact that

could possibly show that there is a shortage of qualified trade teachers in Kansas in that some of the teachers now teaching in some school do not have the necessary required trade experience or professional training. If there is not a shortage, then why are these individuals teaching?

Need and Value of the Study

The need and value of this study is quite simple. If the trade and industrial education program is to grow and expand in order to meet the needs of youth and society, properly trained and qualified instructors must be found and made available for the enlarged program. It is hoped that by examining the present program along with measures to make it more desirable in the future, the complex and trying problem of qualified teachers may be at least in some small way solved. Today it is a well recognized fact that the school that is to train for life cannot be narrower in resources than the civilization it serves.¹ And so it is in our present growing manufacturing nation. If the nation is to continue to grow and prosper it is a function and obligation of the school system to provide trained and skilled craftsmen for our expanding industrial economy. Here in the secondary educational school system there is the opportunity to train these needed craftsmen in the vocational education program.

¹Henry Suzallo, "A Program for Tomorrow," National Education Association Proceedings, Vol. 70, 1932, p.622.

It seems appropriate at this time to clearly define the term "vocational education" as it is to be used in this study. It is quite possible to find many definitions of this term ranging from Homer J. Smith's:

Vocational education means getting people ready for the type of service we need. The term has no limitation as to kind or level of such needed service. Vocational education is good education, good sociology, good economics, and good democracy.²

to the term as defined in the Smith-Hughes Act of 1917 and the George-Deen Act of 1937:

Vocational education has reference to training for useful employment in trade and industrial, agricultural, business, homemaking, vocational-technical, and other pursuits of less than college grade.³

or as F. Theodore Struck states:

Vocational education deals with knowledge, skill, and attitudes that fit an individual wholly or in part, for a definite occupation or vocation, the pursuit of which equips him for successful living.⁴

For the purpose of this study vocational education is defined as a program of education organized to prepare the learner for gainful employment in a particular chosen vocation or to upgrade employed worker in the division of trade and industry.⁵

²F. Theodore Struck, Vocational Education For A Changing World, (New York: John Wiley & Sons, Inc. 1945) p.7

³Ibid.

⁴Ibid., p.5.

⁵Carter V. Good, Dictionary of Education, (New York: McGraw-Hill Book Company, Inc., 1945) p. 425.

Perhaps "trade and industrial education" should also be defined. It is meant to be that phase of vocational education, of less than college grade, suitable to the needs of prospective and actual workers in the field of manufacturing, industry and trade. ⁶

Purpose of the Study

It is the purpose of this study to determine how to meet the problem of supplying properly qualified trade and industrial teachers for the classrooms and workshops in the State of Kansas. The shortage of teachers which was indicated on page 2 must be met if a strong vocational education is to be carried on in our secondary schools.

It is hoped that this study will be of some small aid or assistance to those persons who are in charge of the program on the state level and in the local communities. It is also hoped that this study will assist future prospective teachers in recognizing some of the problems they will face along with stimulating qualified Industrial Arts graduates to enter the Trade and Industrial teaching field.

Scope and Limitations

Data for this study has been obtained from the schools in Kansas in which trade and industrial education is being

⁶Ibid., p.427.

taught at the present time. Included are sixteen (16) high schools, two (2) trade schools, and one institution of higher learning. All of the high schools included in this study are class A schools with an average enrollment of 1454 students in grades nine (9) through twelve (12). The smallest was found to be Fort Scott with 526 students and the largest being Topeka High with 2509 pupils in the senior high school.⁷

A limitation will naturally be placed upon this study in relation to the number of opinionnaires distributed as opposed to the number returned and properly filled out. With this thought in mind opinionnaires were distributed to all schools having a day-trade program as listed by the Kansas State Board for Vocational Education. The opinionnaires were sent to the individuals who were actually teaching in the trade and industrial program.

It will be noted later in the study that the per cent of return on the opinionnaires was 74 per cent. Therefore, the findings cannot be regarded as absolute, although those returned are perhaps representative of the total situation.

Since the interview technique was also used it must be understood that a high percentage of response is not as desirable as a representative sampling of all areas of the field being surveyed. Gallup says:

⁷ Adel F. Throckmorton, Comp. "Kansas Education Directory, 1954-1955." The State Department of Public Instruction. Topeka, 1955.

Actually, the size of the sample (the number of persons interviewed) is far less important as a factor in achieving reliable results in modern polling than the representativeness of the persons chosen to be interviewed.⁸

This technique was employed on the directors of the programs in several different school systems. A director, in the very nature of his work, would have charge of many different programs in his school.

Method of Gathering Data

Some of the data used in this study were obtained through the use of the questionnaire. The Questionnaire outranks in frequency over one-fourth of all kinds of research techniques used.⁹ Koos¹⁰ explains that the questionnaire is, perhaps, the worst device we can use, both because of its inherent deficiencies and because of its bad reputation. The questionnaire was used not because it was considered the best means of research. However, in securing data of this particular type, in a limited time, its value must be recognized. It was also used because one could not readily see personally all of the people from whom one desires responses or where

⁸ George Gallup, A guide to Public Opinion Polls, (New Jersey: Princeton University Press, 1944) p. 13.

⁹ Leonard V. Koos, The Questionnaire in Education, (New York: The Macmillan Company, 1928) p. 54.

¹⁰ G. V. Good, A. S. Barr, and D. E. Scates, The Methodology of Education Research, (New York: Appleton-Century Crafts, Inc. 1941) p. 289.

there was no particular reason to see them personally. A copy of the questionnaire is incorporated in the appendix page 61-62.

To secure a more adequate number of returns the questionnaire was improved by: (1) being printed, (2) enclosing a self-Addressed envelop, (3) including a letter of transmittal signed by Mr. Robert Knoebel, Trade and Industrial Teacher-Educator at Kansas State Teachers College, Pittsburg, Kansas, (4) agreeing to provide a summary to all Teachers completing the questionnaire if such a desire was indicated, (5) and promising not to identify either the individual or the school in the written data of the study.

An accurate up-to-date list of names and schools addresses of all trade teachers and supervisors in the state was secured from Mr. O. H. Beaty, State Supervisor Trade and Industrial Education, Topeka, Kansas.

As previously stated, under "limitations", the interview technique was also used. This technique was used in conjunction with the directors and supervisors of the various trade and industrial programs in the state and various trade education officials on the state level. Although little quantitative data was secured by the interview method, this was of considerable value in providing related material and information pertaining to the problem.

With the permission of Mr. Beaty and Mr. Knoebel, complete use was made of the latter's files on Kansas trade teachers

records of work experience and professional training.

As for an explanation of the use of the questionnaire, the method of treating the data that has been obtained through the use of the forementioned questionnaire used in conjunction with this study will be of a somewhat different nature than that of the usual survey study. The data that were taken from the questionnaire are distributed throughout the study. These data are placed in the study where the thought is concurrent with those of the written material. Some of this material has been worked into tabular form.

In so far as it can be determined, a complete review of the literature upon the topic that is available in the Kansas State Teachers College library was completed in the search for data bearing upon the problem. The city libraries, in both Pittsburg and Independence, Kansas, were also carefully canvassed for material.

Organization of the Study

The problem has been divided into four divisions for the sake of convenience and ease of understanding. The divisions are listed as follows:

Certification requirements for vocational industrial education teachers.

Present State recruitment program

Examination of factors that influence the choice of a trade teaching career.

Recommendations for future recruitment programs.

The certification requirements for teachers of trade and industrial education will be the subject of the next chapter.

CHAPTER II

CERTIFICATION REQUIREMENTS FOR TEACHERS

State Requirements

It is commonly accepted today that education is a public responsibility. Since it is from public funds that most of the necessary financing for the programs is provided, it is only proper that appropriate administrative organizations should have some control over how the funds are expended. Since most of the funds for trade and industrial education are spent on teachers' salaries, it is only natural that regulations on the qualification of trade instructors should be made. Before a school program may be reimbursed, the teacher of the program must be approved by the State Board for Vocational Education.

Before considering a possible recruitment plan one should be well acquainted with the requirements for the certification of teachers that have been established by the Kansas State Board for Vocational Education. These requirements are of three classes: trade experience, technical training, and professional training. ¹¹

Trade experience --Shop teachers shall be chosen because of their recognized ability in a particular trade or occupation, and shall have the personal qualifications deemed essential

¹¹ "Plan for Certification of Day Trade Instructors in High School." Kansas State Board for Vocational Education, Topeka, Kansas. June 30, 1952, p. 1.

by the State Board for the type of work undertaken. In addition, they shall have had a general education which shall be sufficient to assure their success as instructors. As a minimum, this shall be high school graduation or its equivalent. They shall have worked as journeyman tradesmen rank in the type of work they propose to teach for at least three years, not more than one year of which shall be part-time or summer only employment. They shall have been gainfully employed at their trade or occupation within the past five years.

Technical training --The only requirement here is that one shall be well-informed as to the related information, the science and mathematics of their trade. Of course, the fulfillment of this requirement is left to the decision of the State Board.

Professional training --The training, including those holding degrees, that is required will depend upon which type of certification approval plan is desired. They are listed as follows:

Type I - Teachers who have met the required minimum qualifications in trade experience and technical training may be given a limited certificate of approval (type I) for one year.

Type II - Upon the written application by a board of education, subject to the approval of the State Board for Vocational Education, a two year certificate of approval

(type II) will be issued in place of type I. It is limited for two years.

Type III--All teachers having type II certificates, and regularly employed in all-day trade school for fifty per cent or more of their time, must qualify for type III certificates within two years. In special cases however, the time allowed to qualify may be extended by the State Board. Type III certificates are for five-years and are renewable.¹²

To qualify for type III approval, one out of each of the three groups given below must be completed. This group is known as "professional training."

1. Philosophy of Vocational Education; Social and Economic Background of Vocational Education; Introduction to Vocational Education.
2. Special Methods of Teaching Trade and Industrial Subjects.
3. The Making and Utilization of Trade and Job Analyses; Organization of Instructional Materials.

Once granted, this certificate may be continued or renewed on a five year basis providing that during the certification time a minimum of 60 clock hours (120 clock hours if workshop type) of approved trade instructor's training courses are completed.

In addition to this professional improvement, a minimum of 400 clock hours of refresher occupational experience or the equivalent time in trade contract must be completed

¹² Ibid.

during the five years that the certificate is in force.¹³

If a situation is presented where it is advisable to conduct a trade program and a teacher with adequate trade experience is not available, an individual holding a college degree may be approved under the following conditions:

1. That an evaluation of the proposed teacher's trade experience is acceptable, though limited.
2. That the proposed teacher posses ample technical training.
3. That the proposed teacher will begin a program of skill improvement through summer employment in industry.
4. That the proposed teacher follow the plan of professional improvement described on the preceding page.

If the above conditions are met, a type II certificate may be issued. Moreover, the certificate may be renewed for an extra period of two years.

All certificates of approval are issued only for a certain position in a designated school.¹⁴ Since the certification of teachers is a function of the State Department of Education, an individual who does not hold a regular teaching certificate must be approved by the State Department of Education where a one year teaching certificate will be issued. This will be renewed so long as the teacher is approved by the State Board for Vocational Education. It should be noted that the present State certification requirements are being revised by the Kansas State Board for Vocational Education.

¹³Ibid., p. 2.

¹⁴Ibid., p. 3.

Present Recruitment Program

Today, when most administrators face teacher shortages on every hand, one should take a close look at the present recruitment program that is being followed by the State in order that it may be improved.

It is thought that one reason for the slow development of the trade and industrial education program in Kansas is the lack of adequately trained, suitable instructors. There is no backlog of properly trained and qualified teachers. In fact, it would seem that there are not enough teachers to meet the present demand. Why is there an insufficient number of instructors available? At the present time, the answer could be, that there is no set recruitment program for trade and industrial teachers in the State of Kansas.¹⁵

One could easily ask, "Just where do these trade teachers come from?" Although it is generally regarded as a local responsibility to seek out teachers it is also one of the jobs of the state teacher educator to seek out, to find, and to recruit teachers. Also, trade teachers presently at work in the field are asked to encourage other craftsman with whom they are acquainted to enter the teaching profession.

It might appear to many that this present "catch-as-catch-can" method is not sufficient to meet out growing demands.

¹⁵Personal interview. Mr. Robert Knoebel, January 9, 1956. Kansas State Teachers College, Pittsburg, Kansas.

Since there is no set recruitment program at the present time, it would seem that almost any proposed set program should be a step in the right direction. Before recommendations for a recruitment program could be wisely and sensibly made, an examination of the factors that would influence the choice of an individual in choosing a trade teaching career should be made. In the following chapter, an examination of this matter will be made.

CHAPTER III

FACTORS INFLUENCING TEACHING CAREERS IN TRADE AND INDUSTRIAL EDUCATION

The Teacher

Traditionally our nation has held to the belief that the future of this country can best be insured by a system of free public education. In order to express this belief, the nation has established a system of education unlike that found elsewhere in the world today. The school is of the utmost importance to our well being and progress because it functions as an agency to recreate and improve upon our present society.

In the present modern day school organization it is generally agreed that the key person is the teacher. Upon his shoulders rests the responsibility for the success or failure of his students and of the total educational program in the class room or shop.

It is hard to determine exactly what qualities a good trade teacher should have to be the most effective. One who is best for one job may not be the most satisfactory for another. It has been said that a trade education teacher must be able to work with students, adult groups and organizations. He should be sufficiently interested in his professional field to keep up to date in all phases of work. He should be dynamic and enthusiastic with the ability to fire others with

the spark of enthusiasm.¹⁶

Perhaps before trying to select a trade teacher one should know the reasons why students like one teacher or another. This is not to say that a winner of a popularity poll is always the best instructor but it is a well recognized fact that a well-liked teacher has the least amount of trouble in teaching and instructing his students. In a poll of 3,725 high school seniors,¹⁷ it was found that a teacher who was helpful with school work, explained lessons and assignments clearly and thoroughly, and used examples in teaching, ranked first in the opinions of students as to the characteristic they most admired in a teacher. One who was cheerful, happy, and good-natured ranked second, and being human and friendly ranked third. Of course all the above characteristics constitute the make-up also, of a good trade teacher. Yet, there is something totally and distinctly different between a trade teacher and an academic class room instructor. This difference lies in the fact that a trade teacher is a proved trade craftsman in addition to a molders of youths' lives and education.

Some have argued that a trade teacher need not be a craftsman in the trade his is teaching. Vezzani¹⁸ says that

¹⁶Gladys Peck, "In-Service Training in Trade Education in Louisiana." American Vocational Journal, December, 1953, p. 18.

¹⁷Robert W. Richey, Planning for Teaching, (New York: McGraw-Hill Book Company, Inc., 1954), p. 13.

¹⁸A. A. Vezzani, "Must T & I Teachers be Tradesman?" School Shop, (Vol. 13, No. 3, November 1953) p. 6-8.

an industrial-arts teacher could be certified as a trade teacher after passing a testing program of three parts: oral, performance, and written. It is, perhaps, an error to assume that any type of test yet devised, performance or otherwise, can measure the occupational competence of a prospective teacher. At best such a test can sample (in a very limited way) only the ability of a candidate to operate certain machines, handle certain tools, or answer certain technical questions connected with an occupation. Knowing about an occupation is far from being competent enough to teach it. The most important aspects of occupational competence are not revealed by such tests, and can be understood only through rich and fairly lengthy experience as a mature worker in the occupation.¹⁹ How long will students respect the instructional teaching of an individual who himself is a near stranger to the trade he is trying to teach?

The Smith-Hughes law of February 23, 1917, section twelve, definitely states that persons "who have had adequate experience or contact in the line of work for which they are preparing themselves as teachers" are eligible to receive financial reimbursement. In accordance with this provision all states require trade experience. the length of the experience required ranges from three to eight years

¹⁹Gerald B. Leighbody, "T & I Teachers Must be Tradesmen." School Shop, (Vol. 13, No. 5, January 1954) p. 7-8.

among the various states.²⁰ In Kansas, the required time is three years of experience above the apprenticeship level or three years of journeyman trade experience. Here it must be noted, however, that length of experience alone is not the sole criterion of the mastery of the trade. There is a significant difference between three consecutive years of experience, and one year of experience repeated at intervals three different times. The range, quality, and intensity of the experience are among the important factors to be considered. Leighbody states ²¹that there are few occupations of a skilled or technical nature which would not require a minimum of five years for reaching the occupational maturity which is the hallmark of the successful vocational teacher.

This brings up the question of why a tradesman might wish to teach. It is a commonly accepted fact that an individual receives a greater financial reward in the industrial trades than in educational work. In some people the drive to work hard does not depend upon financial gains. Many artists have been known to work for the sake of art alone. Teaching has often been called an art. Perhaps there are many teachers who teach for the satisfaction of doing a good job and not solely for financial consideration.

²⁰ Cecelia R. Earhart, "Requirement for Vocational Teacher Training and Certification in Trade and Industries in the Various States and Territories." Doctors' Study, Ed. D, University of Cincinnati, 1946, p. 208.

²¹ Leighbody, op. cit., p. 7-8.

In a study by Hauer²², it was found that of trade teachers the largest per cent, 24.4, listed satisfaction of helping someone as first. Second was enjoying seeing students develop and progress with 16.9 per cent, and third was working conditions were more pleasant than in industry with 14.3 per cent. By tabulating the results of the questionnaire used in conjunction with this study it was found that 74.3 per cent of Kansas trade teachers listed gratification derived from dealing with boys as first in preference to the question of what they considered to be the most important reason for staying in teaching. Next was the desire to be of service to society with 21.1 per cent.

Note Table I below.

TABLE I

REASONS GIVEN FOR STAYING IN TEACHING
AS LISTED BY T & I TEACHERS IN KANSAS

Reasons	Frequency	Per Cent =
1. Gratification derived from dealing with boys	24	74.3
2. Desire to be of service to society	7	21.1
3. Community association and activities	1	4.6
Total ..	32	100.00

By the same token we should recognize what craftsman

²² Nelson A. Hauer, "Why Do Craftsman Teach?" Phi Delta Kappan, February, 1955, p. 197-200.

dislike about teaching as stated by Hauer. First was low salary, 23.3 per cent. Second was student behavior, discipline, etc., 13.2 per cent, and next was lack of equipment and supplies with 12.3 per cent.²³ Again referring to the questionnaire, it was found that in answer to the question of what was considered to be the most unsatisfactory condition in trade teaching work by trade teachers currently teaching in Kansas, inadequate salary was first with 70.0 per cent. Other dislikes concerning unsatisfactory conditions may also be found listed in Table II.

TABLE II

ITEMS CONSIDERED TO BE THE MOST UNSATISFACTORY
CONDITIONS IN TRADE TEACHING BY
T & I TEACHERS IN KANSAS

Items	Frequency	Per Cent
1. Inadequate salary	28	70.0
2. Others	5	12.5
3. Administrative pressure	4	10.0
4. Working with boys	2	5.0
5. Community pressure	1	2.5
Total	40	100.0

After viewing the dislikes of the profession, one would naturally assume that an increase in salary would be first

²³Ibid., p. 198.

in their expression of needs and desires. But this statement is not true. An increase in salary was third with 18.8 per cent. Second was better selection of students, 21.7 per cent and first was better equipment, materials and supplies with a percentage of 25.5 per cent.²⁴ A question pertaining to the thoughts of trade teachers of Kansas as to their needs and desires so far as improving the teaching trade was thoughtlessly omitted from the questionnaire. Correction of these factors will cost money, but if it is the concern of administrators to reduce their turn-over in teaching personnel they should be interested in finding out more about teachers and lend whatever support, moral or material, that is necessary. Once a qualified craftsman starts education work it is of the utmost importance that he continue his work.

Since this matter of salary seems to be so important, one should consider this phase of teachers' recruitment program with an open mind.

Salary

One possible weakness of the vocational education movement in the past has been perhaps the kind and caliber of persons who have been "approved" as teachers.²⁵ A reason why such

²⁴Ibid., p. 199.

²⁵William T. Bawden, "The Crisis in Vocational Education", Industrial Arts and Vocational Education. (Nov. 1943, Vol. 43, No. 9) p. 295.

People have been approved in the past is the lack of capable persons who have been willing to take a cut in salary from their trade to enter trade education work. This brings us back to the support of the growing need in all areas of education for adequate financial support. Needed financial support must come from increased wealth. Wealth is created by ingenious minds and competent hands. Where else but in our schools and the vocational programs are these minds and hands going to be trained and guided.²⁶ With this added wealth it would be possible to raise the salary level of the teachers in order to attract better and more qualified men. Vocational education teachers must be able to hold their own with their colleagues in matters of scholarship, catholicity of interest, and general intellectual attainments.²⁷ If teachers with the above characteristics are to be hired, they must be paid a wage in fitting with their ability. It is agreed that all teachers' salaries are too low. This is particularly true of the teacher with exceptional ability. Low salaries may be all right for mediocrity, but it will have little to do with attracting people with the necessary ability. The schools must find a way to appeal to people with great ability. The real problem will be to find some method of paying the extremely able teacher. The problem

²⁶William F. Rasche, "The Crisis in All Education," Industrial Arts and Vocational Education. (Nov. 1943, Vol 43, No. 9) p. 297-299.

²⁷Bawden, op. cit., p. 295-297.

is difficult; as a matter fact, it is so difficult that no school system has yet found a reasonably satisfactory solution to the question.²⁸ The pay received by teachers has not kept pace with the rising cost of living. A recent survey of major corporations reveal that they offer new college graduates starting salaries higher than the average salary paid to all teachers, both new and experienced.²⁹ Much has been said and written about salary schedules. In most of these schedules no provisions have been made for rewarding outstanding work or superior ability of teachers through merit raises. The advantages of this system would be obvious. Without some process of identification and reward beyond the automatic increase, there is no promotion for the master trade teacher except out of teaching.³⁰

Along with this problem of schedules we have the period of time in which teachers receive pay. Most school systems pay on a nine month basis. At present there seems to be a trend for schools to distribute the pay over a twelve month period for service rendered while the school is in session. this helps the teacher in budgeting his salary throughout the year. Often the teacher overspends during the school year and finds it necessary to borrow money during the summer

²⁸ Harold F. Clark, "Teachers' Salaries and the Cost of Living," The School Executive, (April, 1955) p. 21-22.

²⁹ "How Can We Get Good Teachers?" National Citizens Commission for the Public School. New York, 1955, p. 11.

³⁰ Ibid., p. 34.

vacation. Interest on the borrowed money adds another expense to the often inadequate salary. Some teachers adopt the policy of living too much on anticipated income. Some systems pay teachers for an extra month of work. This period enables teachers to plan before school opens in the fall and after the school closes in the spring. Obviously, this practice provides a much needed time in which teachers are free to work together in order to improve their teaching. ³¹

Possibly a plan could be devised where teachers could be hired on a twelve month basis. During the three summer months, their time could be spent on school repair or maintenance or building up equipment or furniture. If the teacher would return for additional schooling or training he would receive one-half pay during the time spent in training.

Credit Unions

At a time when one thinks of salary, it seems appropriate to consider credit unions. The federal government has legalized the establishment of organizations such as the Teachers' Credit Union. In 1945, 227,645 teachers had invested more than \$78,676,753.00 in 418 reporting credit unions. Their total assets are worth \$96,046,400.00.³² There are over 700 credit unions in existence at the present time. One may be confronted with the problem of safely

³¹Richey, op. cit., p. 148-149.

³²"What Difference Does \$8.00 Make?" N. E. A. Journal, Vol. 43, No. 9, December, 1954, p. 559.

investing savings. Some unions pay as high as 6% but the average dividend is 3.3%. By investing capital it makes it possible for other teachers to borrow from the fund. There is an average charge of 9/10 of 1% on personal loans and 5.3% a year on real-estate loans.

In reality the credit union is a voluntary mutual aid society designated to provide added economic security to teachers who wish to borrow or invest money. Here is something that teachers can do for themselves to improve their own economic status. Maybe some can develop habits of saving, when it is made easy by their own credit organization, or when it is a way of aiding another fellow teacher.

Group Insurance

Death is certain to everyone and trade teachers are no exception. We know not when it will come. Each individual has certain obligations to himself and to his dependents in this regard. Teachers' salaries have usually been so low that adequate insurance coverage has been impossible for the teacher and his family. Teachers in some large public-school systems, Kansas City for example, and in various state and national teachers' organizations, have arranged with insurance companies for group insurance to be provided for teachers at rates appreciably lower than under an individual plan. The insurance usually is of the ordinary type in which the teacher pays until he reaches an age of

approximately sixty-five years of age. This plan naturally operates upon the same sound principles of any insurance company. By means of the lower rate that is obtained, the teacher may feel more secure through the added amount of protection that is made possible for the same amount of money.

The Kansas State Teachers Association has made all arrangements for a strong accident and health "time-loss" insurance program.³³ The North American Accident Insurance Company are the underwriters for the program. All Kansas State Teachers Association members are eligible regardless of health history who are under seventy years of age and on full time teaching duty. Most trade teachers would come under plan "A" since it is set for teachers earning \$4,000.00 and over per year. The policy pays \$2,000.00 for accidental loss of life, \$1,000.00 for the loss of an eye, \$2,000.00 for loss of a hand or foot. It pays \$400.00 per month for three years for accidents which would confine the teacher to the hospital or one year for illness which would confine the teacher to the hospital. It pays \$200.00 per month for accidents which would confine the teacher to his home for three years beginning on the first day of the accident or one year for illness after the eighth day of illness. It will also cover \$50.00 for doctor bills on minor non-disabling

³³ From material furnished by North American Accident Insurance Company, 820 Kansas Avenue, Topeka, Kansas.

injuries. The cost of this plan is \$65.00 annually. This policy has an accumulative feature which is very important. The accidental death and dismemberment benefits increase twelve per cent with a maximum of sixty per cent if the premium is paid continuously without default. Example, \$2000.00 contract goes to \$3200.00 during the first five years.

The Kansas State Teachers Association also has a hospital and surgery insurance program which is underwritten by Blue Cross and Blue Shield. This plan is very popular in many school districts that do not have their own program.

A similiar plan is available under Teachers Casualty Underwriters in Lincoln, Nebraska.³⁴ Cost per year is only \$39.60 but the benefits are not as great. Accidental death pays the same, \$2000.00, but only \$333.00 for eye loss or \$500.00 for accidental loss of one hand or foot. It pays \$50.00 for broken arm or \$75.00 for a broken leg. All these benefits are doubled for death or injuries due to railroad, steamship, or street car wrecks. If the policy would pay double for automobile accidents, one would really have a plan that one could not afford to be without. This is not true, however, in any type of teacher casualty insurance program available at the present time.

Although it has been pointed out that financial matters

³⁴From material furnished by Teacher Casualty Underwriters in Lincoln, Nebraska.

are an important object that would affect a persons choice of a teaching career, it is not the only one. An individual would also consider his social rank in the community. He would wonder what influence his job would carry. This would naturally lead him to the matter of personal prestige.

Prestige

Many individuals value being identified with an occupation that is well recognized and held in high esteem by their fellow men. Occupations differ in regard to the amount of respect or prestige generally assigned to them by members of the community. These social pressures will have their effect upon an individual's decision as to which occupation to choose.

In earlier days the prestige of the teacher was not very high. A number of reasons help to account for the low esteem placed upon teaching--salaries were exceedingly low, teaching often was considered as a side line or stepping stone to a better position, standards were very low, that is to say just anyone who wanted to teach could teach, and the like. As these weaknesses have been overcome, the prestige of the occupation has been raised.

Hartman,³⁵ in 1934 conducted a study of prestige of twenty-five carefully selected occupations. The occupations ranged from physician, which was first, to bootblack, which

³⁵Richey, op. cit., p. 13.

was last. It was found that the high-school teacher ranked seventh. They were led only by physician, lawyer, college professor, school superintendent, clergymen, and school principal.

A somewhat similar study was conducted at Indiana University in 1948.³⁶ The findings of both studies were very similar. It is noted that occupational prestige in general is rather well established. It is reasonable to feel that prestige of teachers will continue to rise as the professional standards, salaries, and quality of members within the profession are improved.

In some communities teachers do not have an opportunity to take part in social and civic life. It is also well known that some communities have prescribed unreasonable restrictions on the personal lives of their teachers. This problem is being overcome, however, since we have a more enlightened society as a whole to deal with.

The status of the teachers in a community or a society is an intangible factor for which teachers themselves are primarily responsible. They, like everyone else, must earn recognition. It cannot and will not be handed to them.³⁷ Many individual teachers are highly respected citizens because they themselves are personally outstanding both in their chosen occupation and their civic life.

³⁶ Ibid., p.39

³⁷ "How Can We Get Good Teachers?" National Citizen Commission for the Public School. New York City, New York 1954, p. 94.

Leave of Absence

Trade teachers, as a whole, enjoy a rather high degree of health as compared to the average working male. Teachers are generally fairly health conscious. They do not seem to be especially susceptible to any particular type of disease that does not effect the population in general. Teaching also is less hazardous from the standpoint of accidents than working in the trade itself. In spite of the advantages that the profession presents, teachers occasionally become ill, have accidents and encounter other emergency situations that necessitates absence from their regular teaching duties.

Plans for leave of absence for illness generally fall into the following two plans. (1) The teacher may be absent for a certain number of days at full pay or at part pay each year. (2) The teacher may receive full pay but must provide a substitute and is responsible for pay of this substitute. (It will be noted that a qualified substitute who has been certified by the State Board would be extremely difficult to locate in most cases.)

A number of school systems permit a teacher to add the amount of unused leave from one year to the next. In most systems, however, the board of education specifies a maximum amount of leave that may be accumulated. In some cases teachers are permitted to use the leave accumulated over a period of four or five years for further professional study, a trip, or an extended vacation. A plan of this type would

work best in a very large school system where qualified approved teachers would be available to step in, in case of a vacancy.

The National Education Association reports that fourteen states have enacted specific legislation regarding leaves of absence for teachers.³⁸ Kansas is not one of these states.

Perhaps a program on sabbatical leave with half pay for study should be worked into the schools program in order to give teachers an added incentive to work for a more advanced degree or position. This would also help to meet the financial out lay of the teacher.

When one thinks of absence, it is easily understood how his thought turn to a permanent leave of absence or retirement. This shall be the next topic to be examined.

Retirement

The problem of retirement has become a trying one here in our great nation with the rise of the industrial age of better working conditions, shorter hours, and release from active employment at an early age. Coupled with this knowledge is the fact that the population is living a longer life. Since the population has a greater life expentancy than ever before, the problem of "old age" rears its ugly head. Now, more than ever before, there is a need for a workable retirement program for school teachers. In the years of 1950-51,

³⁸Richey, op. cit., p. 172.

the average age at retirement of Kansas teachers was 67.3 years. The average retirement salary with regard for years of service was \$50.30 per month.³⁹ This is a low wage to pay to a teacher who has given his life to the instruction of youth.

The present local and state plans along with those of social security are totally inadequate. To make the career more attractive to qualified people who have given some thought to their old age there needs to be a state plan where membership is required of new teachers and voluntary for those already in service. The system should be a joint-contributory plan. The teachers would contribute to the fund from his active salary, say at 4 or 5 per cent, and this amount would be matched by the local system if it were able or the state. Retirement should be at half rate of average monthly income during the last five years.

The teacher would be entitled to a certain per cent of the amount of money which was contributed toward retirement if he withdrew from teaching prior to the minimum number of years required for retirement. This per cent should increase with the length of service and after ten years he would be refunded one hundred per cent of the amount he had contributed. The teacher should not be forced to withdraw his money if he

³⁹"Teacher Retirement System Statistics of 1950-51", National Education Association of the United States, Washington D. C., 1952.

should leave the profession. Unless he had a great need of the money, he would be very wise not to withdraw it because the capital would accumulate at a relatively high rate of interest. Furthermore, if he ever wished to return to the profession, the money contributed during the previous years of service would already be to his credit.⁴⁰

Death of the teacher concerned would naturally constitute a withdrawal. In this case, the amount of money due would be paid to the beneficiaries.

Some provisions should be made for teachers who become permanently disabled to carry on in their career prior to normal retirement. This would be of utmost importance to trade teachers.

Responsible productive workers should not object to paying their share of the cost of operating the government out of the fruits of their labor, but to tax a retired teacher's income who is no longer a wage-earner because of age or illness is something entirely different. A legal bill in our national government at the present time would do a great deal to solve this problem. This bill, HR 5180, proposes that all persons having attained the age of sixty-five will have up to \$1,500.00 per year--\$125.00 per month--of their retirement income exempt from federal taxation.⁴¹

There is a pressing need for such relief. During the last fifteen years living costs and current earnings have

⁴⁰Similar plan was noted in Richey, op. cit., p. 169.

⁴¹Florence H. Price, "Why Tax Retired Teachers?" National Education Association Journal. (Sept. 1953, p. 354)

roughly doubled but there has been only a comparatively small increase in retirement income.

Tenure

The purposes of tenure is to provide protection to teachers in their relationships with employers and to foster a favorable climate in which teachers may safely teach the full truth without fear or favor.⁴²

At the present time tenure is statewide in seventeen states with some type of tenure laws operating in thirty states. Kansas is in the latter division. Kansas state laws applying to permanent tenure provisions are only operating in cities having population of 120,000 inhabitants or more. Only two cities at the present time fall under this category, Kansas City and Wichita. In these two cities it covers all professional employees whose employment requires certification. The probationary service period is three years, after which various causes for dismissal are conduct unbecoming an instructor, insubordination, immorality, decrease in the number of pupils served, or other causes over which the local board of education has no control. If dismissed because of the latter reason, seniority rights must be observed.⁴³

Of course many local schools systems have their own tenure plans and all schools except those under permanent tenure fall

⁴²"Analysis of Teacher Tenure Provisions: State & Local ", National Education Association of the US, Washington D. C., June 1954, p. 6.

⁴³Ibid., p. 57.

under the continuing-contract laws as of 1954. Here a teacher's contract for one or more school years is automatically renewed unless timely notice has been given by March 15.⁴⁴

⁴⁴Ibid., p. 19.

Summary

In summarizing Chapter II, it will be noted that several of the more important factors influencing one's choice of a teaching career in Trade and Industrial education work have been covered. These influencing factors are listed not necessarily in order of importance. The factors that were covered were the teacher himself, salary, credit unions, insurance, prestige, leave of absence, retirement, and tenure. It is easily understood that many other factors, such as environmental influences, would enter into an individual's final decision of a teaching career. However, the above items were thought to be of greater importance.

In the next chapter, the sources of prospective teachers will be covered along with the recommendations for future recruitment programs for trade and industrial shop teachers for the State of Kansas.

CHAPTER IV

RECOMMENDATIONS FOR A PROGRAM OF RECRUITMENT FOR TRADE AND INDUSTRIAL TEACHERS

Sources of Prospective Teachers

The problem of recruitment of potential teachers is almost a critical one. Everyone, including those in the profession of education and those who are merely interested in seeing our present educational system strengthened and improved should be concerned enough to take action. Fundamental to any action program for recruitment of potential teachers is the principle of selection. The profession cannot afford to recruit individuals in any haphazard manner. The basic idea then should be "selective recruitment." If this program of selective recruitment is to be carried out, there must be several suitable sources from which to draw these prospective instructors. It is thought at the present time that there are five very good sources from which to seek these teachers.

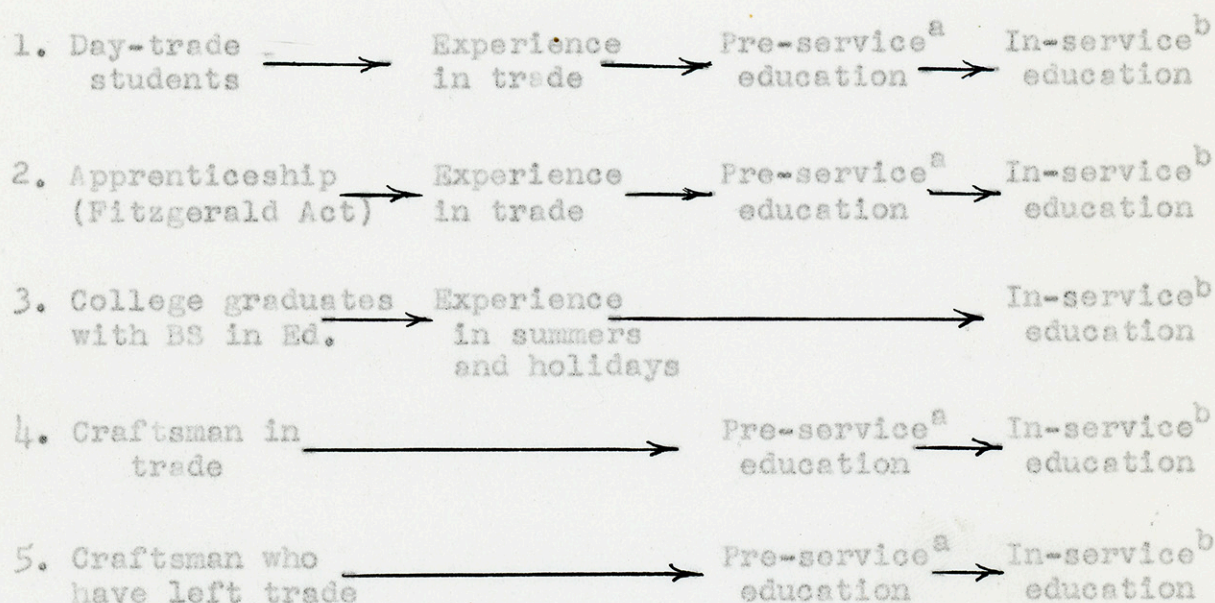
These five sources are listed on the following page in tabular form for easier understanding and each will be discussed at length later on in the chapter.

This listing of sources of potential teachers is not necessarily placed in any order of importance. It would be

very difficult indeed to judge from which sources one would be able to find the most successful teachers.

TABLE III

SOURCES OF RECRUITING T & I TEACHERS

^aWould include

1. Philosophy of Vocational Education
2. Methods of teaching Vocational Education
3. Organization of Instructional Material

^bCould include

1. Correspondence
2. Extension
3. Evening classes
4. Saturday classes
5. Summer sessions
6. Special conferences or workshops
7. Individual assistance

First on the list as found in Table III is the day-trade student. Here is a very rich source of prospective teachers. The individual would have had much contact with a trade teacher. Had the teacher talked and counseled with the student in order

to interest him in an educational career after he had gained the necessary trade experience, he could possibly find his way back to education work. The student should have a rich background and knowledge of day-trade work that was gained first hand.

The second source listed was apprentices who have become journeyman under the Fitzgerald Act. The Act may be found in the appendix, page 63 and 64. This source is very similar to the first in that the learner would have had sufficient contact with a teacher that could have interested him in an educational career. Here again the learner would have to acquire the necessary required trade experience before he could qualify himself as a potential teacher.

The third source is that of college graduates with a Bachelor of Science in Education. It has been argued time and time again that a college graduate without appropriate trade experience could not teach trade subjects wisely. This point is well and good as far as it goes, but what about the college graduate who does have the trade experience? Many of the graduating teachers in the Industrial Arts curriculum do have some of the required trade experience. With very little counseling, some of these teachers possibly could be directed into trade and industrial education work. Many colleges are active in the job of recruitment of teachers. Many students who go to college decide upon a career after they have spent some time in the college situation. Good

teacher recruitment techniques at this point could inspire many young men to decide upon trade and industrial teaching as a worthwhile career. This source of prospective teachers is very rich and as yet virtually undeveloped.

The fourth source listed is that of craftsmen who are presently engaged in the active trade. This is perhaps the richest source from which to draw good trade teachers. Here the supervisor or employer of the craftsman could actually observe at close range the extent of the individual's mechanical and manipulative ability. Of course, only time could tell the individual's teaching ability which should be of primary importance in the selection of a trade teacher.

The fifth and last source of prospective teachers is that of craftsmen who have left the trade. This source is very similar to that of the one above wherein the individual could have left the active trade due to his health with a desire for lighter work. Here caution should be observed for the individual's health and general physical condition might impair his teaching or instructing ability. Possibly his liking for the outdoors could have weakened and he now has a desire for an inside job. Or perhaps he may have reached the retirement age at his former job but is not satisfied with the prospects of an idle inactive future.

All of these sources should be carefully considered and each fully checked for prospective teachers. Some of these sources will be mentioned again in dealing with the different

recruitment techniques. This topic of techniques will be the subject of the next section.

Recruitment Techniques

It has been said that technique is a manner of performance. Before any recruitment plan that is to be considered can be put into operation it would be well to know some of the different ways and various methods that would be used in order to contact prospective teachers. The method of attracting a trade teacher is somewhat different than that of attracting the average classroom teacher. For the classroom teachers, methods such as career day, senior day, open house with some college acting as host, exhibits and award contests have been used. In order to persuade a prospective trade teacher, one who is usually a craftsman working at his chosen trade, the approach must be somewhat different. This approach must be more subjective. There are three different ways that this may be accomplished. It is not fair to say that one of these methods alone is responsible for winning a new trade teacher. Rather it would be safer to say that it was a combination of several.

Perhaps the one technique used to the greatest extent is that of personal contact. This contact may be between a successful teacher with another craftsman with whom he is acquainted, or it could be between the trade and industrial teacher educator and a potential instructor, or it could be

between the principal, superintendent, a member of the school board and the craftsman. It is felt that this person-to-person contact is perhaps the strongest method of finding new trade teachers. It is interesting to note that in answer to the question of "how did you become interested in trade teaching?" used in connection with the study, 65.7% of those answering replied they were asked to teach by a superintendent or a supervisor of trade and industrial education or a supervisor of industrial arts. This would seem to indicate the importance of personal contact. Other interesting items may be found below.

TABLE IV

MEANS BY WHICH KANSAS T & I TEACHERS
BECAME INTERESTED IN TRADE TEACHING

Means	Frequency	Per Cent
1. Was asked to teach	21	65.7
2. Encouraged by high school IA teacher	6	18.8
3. Through night training classes	2	6.2
4. Others	2	6.2
5. Felt need to help youth	1	3.1
Total	32	100.0

Another technique would be that of organizational activity. Here are such organizations as Chamber of Commerce,

professional associations, and advisory committees. Advisory groups, particularly craft committees, may render an important service by helping to secure competent instructors. Members of these groups should not make the contacts nor have any responsibility for the hiring of new teachers, but their recommendations for candidates should be sought by superintendents and teacher trainers. Representatives from industry have often encourage top craftsman to become teachers and have suggested persons capable of handling short unit, intensive courses.⁴⁵

The third type of technique is very difficult to measure in so far as results are considered. This type could be called information or publicity. Under this one would find such items as popular magazine articles. Publishers are newly aware of the problem of the profession and are becoming more positive in their releases. Newspaper releases could be very effective on the local level. Many states are printing bulletins and more are being planned. These state bulletins are well illustrated and should have much appeal to anyone who is interested.

In summarizing the various techniques that could be used in attracting potential trade teachers, it must be remembered that not one technique alone will be the answer to the problem of securing a sufficient number of qualified

⁴⁵"Vocational Advisory Committees". American Vocational Association, Inc. Washington, D.C. 1950. p. 32.

trade teachers. All of these various techniques must be integrated into a smoothly operating program directed toward attracting the best tradesmen available to teach their trade to modern American youth.

In order to meet the challenge of securing new and better qualified teachers, some type of recruitment program should be proposed. This proposed program shall be the topic of the following section.

Proposed Recruitment Program

The problem of devising a workable recruitment program is indeed difficult. Since it would seem that the State of Kansas has no definitely organized program at the present time, it would seem that any thought out plan would be a step toward the direction of solving this problem of an insufficient number of trade teachers. This program must be initiated by the State department for Vocational Education. It is recognized that this plan cannot be a quick, easy cure-all. It is also recognized that each school board and each superintendent does his own selection of teachers and each school job would be a different situation. However, it is also known that there is a great similarity in school positions in so far as salary, working conditions, and other considered items.

The program that is to be proposed is not to be considered as an immediate solution to this shortage of trade teachers.

If a sufficient number of the following points can be offered to the prospective teacher the chance will be greater that he will choose an education teaching career.

It is naturally assumed that the prospective teacher is a craftsman. Since the individual has qualified himself as a craftsman he is no doubt receiving wages fitting his rank or position. Before any individual would consider another position, it is only natural that he be interested in salary. This prospective teacher has two possibilities open. First he may consider working as a journeyman at his trade, or he may become a trade teacher. If this journeyman were in the building trade, for example, the current rate (which would vary slightly from city to city) would scale between \$2.60 to \$3.50 per hour, which for a forty-hour week means \$104.00 to 140.00. For a year of fifty weeks, that adds up to an annual wage of \$5,200.00 to \$7,000.00. As a beginning trade teacher he might make \$4,200.00 a year or \$84.00 a week.

"The usual platitudes and mealy phrase about 'being in a profession', 'part of a high calling', 'serving youth' and so on will continue."⁴⁶ Before many craftsman can be attracted to education work the salary scale must be brought in line somewhat with the wage they are receiving as a journeyman craftsman. "Competent vocation teachers are going to be in short supply as long as the pay and differential is as great as at present."⁴⁷

⁴⁶"A Vocational Teachers Talks About Salaries." American Vocational Journal. October, 1955. p. 10.

⁴⁷Ibid.

This matter of a raise in salary was indicated by the response to a question in the questionnaire used with this study. In answer to the question of "How could young mechanics be interested in becoming trade teachers?", it was found that 42.7% of those answering said that better pay, equal to that of industry should be paid. Other opinions of Kansas trade teacher are to be found listed in Table V.

TABLE V

HOW YOUNG MECHANICS MAY BE INTERESTED
IN TRADE TEACHING IN THE OPINION OF
KANSAS T & I TRADE TEACHERS

Method	Frequency	Per Cent
1. Better pay, equal to industry	15	42.7
2. Through association with teacher	7	20.7
3. Show social standing in community	4	11.6
4. Others	4	11.6
5. Furnish shop with better tools and equipment	2	5.8
6. Minimize teachers responsibilities	2	5.8
7. Letting students teach	2	5.8
Total	36	100.0

This at least shows the sentiment of those now actively engaged in trade teaching in Kansas. School Administrators

must meet this need if they hope to secure competent instructors.

Although salary is a very important item, it would not be the only thought of the prospective teacher. One would consider tenure and retirement. Since there is little tenure or retirement offered to most craftsman, this should be a very strong point in the recruitment sales talk. Schools could offer permanent tenure after the probationary service period of three years. Retirement could be at age sixty and at one-half pay if the teacher had served twenty-five years in the system. The two factors of tenure and retirement alone would offer the teacher a feeling of security that money alone could not buy at any price.

another point that schools could offer that trades would find hard to match would be that of a leave of absence. If any individual knew he would be assured on one of the two plans sforementioned on page 32, it would give him a feeling of well being that probably his present job would not be able to offer.

There are many other items such as group health insurance that a school could offer a prospective teacher that his present job could not. Another strong point would be that of prestige. It is easily understood that an individual would like to associate himself with a group of learned fellow beings. This is not to say that a teacher is any better than anyone else but it is recognized that there is usually more prestige attached to a teacher's job than that of the average tradesman.

Still another inviting situation the school might offer would be that of a free period during the daily classroom activity time. One might use this time to handle paper work connected with his classes, or hold scheduled conferences with pupils, or plan the work for the next day, or browse through various professional magazines or books, or one could observe one's fellow teachers in action in different classes throughout the school. This observation period would be especially helpful if the craftsman was new in the teaching business.

The school system could possibly also try to place the craftsman in some type of summer employment if he so desired. Of course, this would not only help the teacher but also the school system. By keeping the teacher in constant contact with industry it would broaden the teacher's insight, and he should naturally be a more up-to-date and more interesting teacher by this contact.

Undoubtly there are many more factors that could be used to attract qualified trade teachers. If, however, most of the above mentioned items were sufficiently met there should be little need to worry about how to secure proper qualified craftsman for trade teachers.

Summary

In summarizing the proposed recruitment program several factors must be considered. The first factor is that of finding a qualified trade craftsman who is interested in a trade education position. Second, he must be shown that he will gain in many ways other than financial if he accepts the teaching position. The prospective teacher must be shown and made to believe that such benefits as leave of absence, health insurance, tenure and retirement, prestige would be available to him that possibly would not be present at his present job. Along with these the summer vacation would undoubtedly appeal to many craftsman. If the matter of salary could be brought somewhere in line with his present earnings it is felt that if the craftsman were sincerely interested in trade teaching he would be willing to accept a trade education position.

Noteworthy Items

Although this material that follows does not directly bear upon the problem of recruiting trade and industrial teachers it is felt that it is significant enough to be included in the study. This information was gained by the use of the questionnaire, which may be found in the appendix, page 59-61. In answer to the question, "Should boys who desire to be trade teachers be required to complete high school?", the response was a resounding 94.5% yes. The second part of the question was, "Should he be required to complete college?". The response was 62% yes. Here it must be noted that in trade teaching it is important that the teacher be a recognized qualified tradesman in the community. Such men frequently will not have a college education. Here it can be shown, however, that of the trade teachers now teaching in Kansas, 60.8% have a Bachelor of Science degree or its equivalent. Of these men, 25% have earned a Master of Science Degree. It was also found that the average yearly educational achievement of trade teachers in Kansas to be 14.3 years. It can also be shown that the average years of trade experience for Kansas trade teachers is 8.6 years which is well above the State requirement of three years.⁴⁸

Table VI page 53 gives the results of the questionnaire in answer to the question of the number of years of trade experience

⁴⁸ Material taken from the files of Mr. Robert Knoebel, Trade and Industrial Teacher Educator, Kansas State Teacher's College, Pittsburg, Kansas.

that should be required for certification. This is the opinion of trade and industrial teachers currently teaching in Kansas.

TABLE VI
YEARS OF TRADE EXPERIENCE THAT SHOULD
BE REQUIRED FOR CERTIFICATION

Number of Years	Frequency	Per Cent
2	5	12.5
3	14	35.0
4	6	15.0
5	9	22.5
6	3	7.5
7	0	0.0
8	3	7.5
Total	40	100.0

This last item deals with the completion of a trade competency test. It was found that 83.3% of those teachers now teaching would desire the completion of such a test as part of the certification requirements for trade teachers in Kansas.

A map showing the location of Trade and Industrial programs in Kansas with the number of teachers employed in each program has been placed on page 65 of the appendix.

CHAPTER V

SUMMARY

With today's expanding program in trade and industrial education, it is appropriate that much thought be given to the subject of securing qualified instructors for this ever enlarging phase of the educational system. Although for many years vocational education was an unwanted step child of general education, recently it has made its presence known and felt. Now that vocational education is generally being recognized as a useful and worthwhile section of the total educational picture, it should take a look at itself in order to make any needed improvements.

For quite some time administrators and superintendents have found it difficult to find and hire properly qualified craftsmen to become trade teachers. One could easily ask, "Where are we to get these needed trade teachers?" To this there can be only one answer. It must be by selective recruitment. Craftsmen may be selected from any of the five following general sources: day-trade students; apprentices; college graduates with the Bachelor of Science in Education degree; craftsmen working in the trade; and craftsmen who have left their trade. Any one or all of these sources could furnish a rich resource from which to draw properly trained trade teachers.

Once these individuals have been located they must be shown some of the advantages of becoming tradesman educators.

There are several different techniques through which the advantages of trade education may be pointed out to the craftsman. Undoubtedly the strongest of these techniques is that of personal contact. It makes little difference whether it be a superintendent, a school board member, or a member of the State Vocational Staff. What does make the difference is that the individual shows the craftsman the advantages of becoming a trade teacher. Naturally it would be a waste of time to try and convert any craftsman from his chosen trade to teaching if he did not have a sincere desire to teach youth. It is recognized that the desire to teach must be in any individual before he would even consider the advantage of teaching. Of course an advantage to one individual could possibly be a disadvantage to another. Generally speaking, however, teaching would have an advantage in working conditions, tenure, retirement, leave of absence and prestige. The only factor which could possibly offset these many advantages would be that of salary. In due time it is sincerely hoped that teaching salaries will be equal to the responsibility and obligation they carry.

It is hoped that this paper will interest some individual into entering the trade and industrial teaching field as a teacher where his services are so badly needed.

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PERSONAL INTERVIEW

Mr. Robert Knoebel. Trade and Industrial Teacher Educator, Kansas State Teachers College, Pittsburg, Kansas, January 9, 1956.

ADVERTISING MATERIAL

North American Accident Insurance Company, 820 Kansas Avenue, Topeka, Kansas.

Teachers Casualty Underwriters, Lincoln, Nebraska.

KANSAS STATE TEACHERS COLLEGE

REES H. HUGHES, PRESIDENT
PITTSBURG, KANSAS

DEPARTMENT OF
INDUSTRIAL EDUCATION AND ART

November 28, 1955

Dear Mr.

The problem of recruitment of qualified trade and industrial teachers to meet present needs and for the future development of that phase of education in Kansas is a very important matter.

Mr. Robert Scott, graduate student at Kansas State Teachers College, Pittsburg, is making a study of this problem the results of which should prove to be valuable in the operation and improvement of trade and industrial education. He has prepared an opinionnaire to be completed by all trade and industrial teachers in Kansas. Your promptness in filling in the form and returning it to him will be a direct contribution to the advancement of trade and industrial education.

Many thanks for your helpfulness.

Sincerely,

Robert M. Knoebel
Trade and Industrial
Teacher Educator.

OPINIONS ON RECRUITING T & I TEACHERS

This opinionnaire has been sent to you in order to obtain some information needed in a study of the problem of recruiting qualified Trade and Industrial teachers. This will take only a few minutes of your time and with your help and cooperation it is hoped a program may be evolved to help solve the current shortage of teachers in the field.

*Name _____

Were you ever a student in a day trade school? _____ Evening trade school? _____ Trade extension
classes? _____

How did you happen to enter the trade (become a tradesman)? _____

How did you become interested in trade teaching? _____

Why did you enter Trade and Industrial teaching work? _____

What do you consider to be the most important reasons for staying in teaching? (Please check three in
order of preference)

Gratification derived from dealing with boys _____

Desire to be of service to society _____

Community associations and activities _____

Others: _____ (Please state) _____

What do you consider to be the most unsatisfactory conditions in trade teaching work? (Please check three in order of dislike)

Inadequate salary _____

Community pressure _____

Administrative pressure _____

Financial consideration _____

Working with boys _____

Others: _____ (Please state) _____

Do you think that youths who are exceptionally good as mechanics would make successful trade instructors? _____ Yes _____ No

Why? _____

How do you think young mechanics with ability could be interested in becoming trade teachers? _____

Should boys who desire to be trade teachers be required to complete high school? _____ Yes _____ No

To complete college? _____ Yes _____ No

What qualities would you look for in a boy whom you desire to train to be a trade teacher? _____

What do you think should be the certification requirements for trade teachers in Kansas?

Number of years of trade experience _____

Number of credits in professional education _____

Number of credits in general education _____

Completion of trade competency test _____ Yes _____ No

Others: _____ (Please state) _____

Do you desire, for your own information, a summary of the findings of this study? _____ Yes _____ No

Thank you for your cooperation in filling out this opinionnaire.

THE FITZGERALD ACT

(PUBLIC--NO. 308--75th CONGRESS)

(CHAPTER 663--1ST SESSION)

(H. R. 7274)

AN ACT

To enable the Department of Labor to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices and to cooperate with the State in the promotion of such standards.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of Labor is hereby authorized and directed to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices, to extend the application of such standards by encouraging the inclusion thereof in contracts of apprenticeship, to bring together employers and labor for the formulation of programs of apprenticeship, to cooperate with State agencies engaged in the formulation and promotion of standards of apprenticeship, and to cooperate with the National Youth Administration and with the office of Education of the Department of the Interior in accordance with section 6 of the Act of February 23, 1917 (39 Stat. 932), as amended by executive Order Numbered 6166, June 10. ;933, issued pursuant to an Act of June 30, 1932 (47 Stat. 414), as amended.

SEC. 2. The Secretary of Labor may publish information relating to existing and proposed labor standards of apprenticeship, and may appoint national advisory committees to serve without compensation. Such committees shall include representatives of employers, representatives of labor, educators, and officers of other executive departments, with the consent of the head of any such department.

SEC. 3. On and after the effective date of this Act the National Youth Administration shall be relieved of direct responsibility for the promotion of labor standards of apprenticeship as heretofore conducted through the division of apprentice training and shall transfer all records and papers relating to such activities to the custody of the Department of Labor. The Secretary of Labor is authorized to appoint such employees as he may from time to time find necessary for the administration of this Act, with regard to existing laws applicable to the appointment and compensation of employees of the United States: Provided, however, That he may appoint persons now employed in division of apprentice training of the National Youth Administration upon Certification by the Civil Service Commission of their qualifications after nonassembled examinations.

SEC. 4. This Act shall take effect on July 1, 1937, or as soon thereafter as it shall be approved.

Approved, August 16, 1937.